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AUTHOR Sudlow, Robert E.  
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## ABSTRACT

Teacher and administrator responses to the Connecticut School Interview, conducted as part of the Spencerport (New York) More Effective Schools/Teaching Project, indicated (1) that there are a number of correlates which can be considered areas of strength and (2) that steady improvement has occurred in installing correlates in each building and in strengthening the degree to which they are in place. Four tables (for May 1983, May 1984, May 1985, and May 1986) list baseline data for seven correlates in each of five schools. Results of a disaggregated analysis of student achievement show varying levels of improvement in reading, mathematics, social studies, English, writing, language, listening, and science. Changes are also reported in the numbers and scores of students taking the English and Social Studies Regents Exams. Progress is being made toward meeting the project's goal of 95 percent of all students attaining minimal academic mastery, with the current percentage between 72 and 100 percent. The project's concomitant goal of outstanding achievement is also being met, with unusually high proportions of students attaining scores in the top three stanines of the Stanford Achievement Test. (IW)

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*Robert E.  
Sudlow*

# MEMORANDUM

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

September 18, 1986

TO: Board of Education  
FROM: Robert E. Sudlow *RS*  
TOPIC: More Effective Schools/Teaching Project  
Executive Summary of the Third Annual Report

Teacher and administrator responses to the Connecticut School Interview indicate that there are a number of correlates which can be considered as areas of strength. The criteria for this determination is a response of two-thirds (66%) or more to items D & E (or A & B if the question is worded negatively) on the interview form.

Steady improvement has occurred in installing correlates in each building.

## Number of Correlates in Place in Each Building

|          | <u>Bernabi</u> | <u>Munn</u> | <u>Town Line</u> | <u>Cosgrove</u> | <u>Wilson</u> | <u>Total</u> | <u>Possible</u> |
|----------|----------------|-------------|------------------|-----------------|---------------|--------------|-----------------|
| May 1983 | 1              |             | 2                |                 |               | 3            | 35              |
| May 1984 | 5              | 2           | 3                |                 |               | 10           | 35              |
| May 1985 | 5              | 3           | 5                | 2               | 3             | 18           | 35              |
| May 1986 | 7              | 5           | 5                | 2               | 5             | 24           | 35              |

Further progress occurred in strengthening the degree to which each correlate is in place in each building. This can be indicated by a five percent, or greater, increase between May 1985 and May 1986 in the percent of staff who indicated that the correlate is an area of strength in the building.

## Change from 1985 to 1986

|           | <u>Positive<br/>Change<br/>+5%</u> | <u>Little<br/>or no<br/>Change<br/>+4% to -4%</u> | <u>Negative<br/>Change<br/>-5%</u> |
|-----------|------------------------------------|---------------------------------------------------|------------------------------------|
| Bernabi   | 7                                  | 2                                                 | 0                                  |
| Munn      | 2                                  | 5                                                 | 0                                  |
| Town Line | 1                                  | 5                                                 | 1                                  |
| Cosgrove  | 2                                  | 5                                                 | 0                                  |
| Wilson    | 7                                  | 0                                                 | 0                                  |

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Table I  
May 1983 - Base Line Data

|                                                  | <u>Bernabi</u> | <u>Munn</u> | <u>Town<br/>Line</u> | <u>Cosgrove</u> | <u>Wilson</u> |
|--------------------------------------------------|----------------|-------------|----------------------|-----------------|---------------|
| Safe and Orderly Environment                     | *              | *           | *                    |                 |               |
| Clear School Mission                             |                |             |                      |                 |               |
| Instructional Leadership                         |                |             |                      |                 |               |
| High Expectations                                |                |             |                      |                 |               |
| Opportunity to Learn and<br>Student Time on Task |                |             |                      |                 |               |
| Frequent Monitoring of<br>Student Progress       |                |             | *                    |                 |               |
| Home-School Relations                            |                |             |                      |                 |               |

Table II  
May 1984

|                                                  | <u>Bernabi</u> | <u>Munn</u> | <u>Town<br/>Line</u> | <u>Cosgrove</u> | <u>Wilson</u> |
|--------------------------------------------------|----------------|-------------|----------------------|-----------------|---------------|
| Safe and Orderly Environment                     | *              |             | *                    |                 |               |
| Clear School Mission                             | *              | *           | *                    |                 |               |
| Instructional Leadership                         |                |             |                      |                 |               |
| High Expectations                                | *              |             |                      |                 |               |
| Opportunity to Learn and<br>Student Time on Task |                |             |                      |                 |               |
| Frequent Monitoring of<br>Student Progress       | *              | *           | *                    |                 |               |
| Home-School Relations                            | *              |             |                      |                 |               |

Table III  
May 1985

|                                                  | <u>Bernabi</u> | <u>Munn</u> | <u>Town<br/>Line</u> | <u>Cosgrove</u> | <u>Wilson</u> |
|--------------------------------------------------|----------------|-------------|----------------------|-----------------|---------------|
| Safe and Orderly Environment                     | *              |             | *                    |                 |               |
| Clear School Mission                             | *              | *           | *                    |                 | *             |
| Instructional Leadership                         |                |             |                      |                 |               |
| High Expectations                                | *              | *           | *                    | *               | *             |
| Opportunity to Learn and<br>Student Time on Task |                |             |                      | *               | *             |
| Frequent Monitoring of<br>Student Progress       | *              | *           | *                    |                 |               |
| Home-School Relations                            | *              |             | *                    |                 |               |

Table IV

May 1986

|                                                  | <u>Bernabi</u> | <u>Munn</u> | <u>Town<br/>Line</u> | <u>Cosgrove</u> | <u>Wilson</u> |
|--------------------------------------------------|----------------|-------------|----------------------|-----------------|---------------|
| Safe and Orderly Environment                     | *              | *           | *                    |                 | *             |
| Clear School Mission                             | *              | *           | *                    |                 | *             |
| Instructional Leadership                         | *              |             |                      |                 |               |
| High Expectations for Success                    | *              | *           | *                    | *               | *             |
| Opportunity to Learn and<br>Student Time on Task | *              |             |                      | *               | *             |
| Frequent Monitoring of<br>Student Progress       | *              | *           | *                    |                 | *             |
| Home-School Relations                            | *              | *           | *                    |                 |               |

The key project goal is the attainment of effectiveness. To ascertain this disaggregated analyses of student achievement are computed.

For Reading:

1. Partial to full improvement occurred in the three elementary schools and the junior high school.
2. The high school is effective for three consecutive years.

For Mathematics:

1. Partial to full improvement occurred in all schools.

For Social Studies:

1. Improvement did not occur at the junior high school.
2. There was a very significant improvement in the proportion of students taking the Regents exam with only a minimal impact on percent passing.

For English:

1. At the senior high school there was a major significant improvement in the proportion of students taking the exam with only a minimal impact on percent passing.

For Writing:

1. Improvement occurred at the junior high school.
2. The high school was effective for three consecutive years.

For Language:

1. At the junior high school improvement occurred.

For Listening:

1. At the junior high school improvement occurred.

For Science:

1. Improvement did not occur in either the junior or the senior high school.

\*Improvement occurred means that there was both

- A. an increase in the proportion of students who demonstrate minimum academic mastery, and
- B. a decrease in the proportion of youth failing to demonstrate minimum academic mastery as a function of socio-economic class.

\*\*Partial improvement means that either condition A or condition B occurred.

\*\*\*No improvement means that neither condition A or condition B occurred.

The true picture of what is occurring in the English and Social Studies Regents Exams is not revealed by the above table.

|                |      | <u>Percent<br/>Taking</u> | <u>Percent<br/>Passing</u> | <u>% Scoring<br/>90-100%</u> |
|----------------|------|---------------------------|----------------------------|------------------------------|
| Social Studies | 1983 | 61%                       | 89%                        | 9%                           |
|                | 1984 | 60%                       | 92%                        | 14%                          |
|                | 1985 | 74%                       | 95%                        | 15%                          |
|                | 1986 | 78%                       | 86%                        | 11%                          |

The proportion of the student body taking this Regents exam increased from three-fifths (3/5) to four-fifths (4/5) of the student body with only minimal impact on percent passing and the percent attaining high scores. The statewide passing average is 78%.

|          |      | <u>Percent<br/>Taking</u> | <u>Percent<br/>Passing</u> | <u>% Scoring<br/>90-100%</u> |
|----------|------|---------------------------|----------------------------|------------------------------|
| English  | 1983 | 53%                       | 95%                        | 7%                           |
|          | 1984 | 59%                       | 96%                        | 7%                           |
|          | 1985 | 60%                       | 97%                        | 8%                           |
| Class of | 1986 | 94%                       | 85%                        | 7%                           |

It used to be that one-half (1/2) of the juniors took this Regents exam. Now virtually all of the students take the exam before they graduate. There has been only minimal impact on percent passing and no impact on the percent attaining high scores. The statewide passing average is 85%.

While developing the Concomitant Goal data it became very apparent that there are some very high percentages of students obtaining scores indicative of above average academic achievement.

The data for reading and mathematics as measured by the Stanford Achievement Test follow.

|           | <u>Reading</u> | <u>Mathematics</u> |
|-----------|----------------|--------------------|
| Bernabi   | 47%            | 69%                |
| Munn      | 39%            | 56%                |
| Town Line | 45%            | 57%                |
| Cosgrove  | 34%            | 45%                |

National Average - 23%

The data for other subject areas follow.

|                | <u>Cosgrove</u> |
|----------------|-----------------|
| Language       | 39%             |
| Listening      | 28%             |
| Science        | 24%             |
| Social Studies | 33%             |

## Conclusions

1. Satisfactory progress is occurring in installing the correlates of an effective school in each building.
2. The project's goal is that 95% of all students regardless of background will attain at least minimal academic mastery. Progress is occurring in meeting this goal. The percentage of students attaining at least minimal academic mastery ranges from 72% to 100%.
3. Unusually high proportions of students attain scores indicating outstanding achievement. Twenty-four to fifty-seven percent attain scores in the top three stanines on the Stanford Achievement Test. Even so, progress is occurring in further improving these scores, thus meeting the project's Concomitant Goal.

RES/jhg